



Thinking Aloud: Written Assessment

Directions:

Read silently for three minutes. When you are told to stop, write as much as you can remember about what you were thinking about as you read the passage. It is most important that you pay attention and remember the story (or text), so that you can write everything you were thinking about as you read. You can write anything the passage makes you think about, any problems you had while reading it, and what you think the passage is about.

Note ➡ Repeat the directions for students until they finish the passage. Give them five minutes to write their initial thoughts about the text.



Using Schema: Written Assessment

Directions:

Answer some questions about what you think about while you read.

Use the space below each question to write your answer.

- A. When you read that text, did it remind you of anything you know about or believe? What? Why do you think you remembered what you did?

- B. Are there things you know about your life, yourself as a reader, this author, or this type of text that help you to understand this book? How does that help?

- C. Choose one of the questions below to answer:

- You have just written about what this book reminds you of. What do you understand now that you didn't understand before?
- How does schema or background knowledge help a reader understand a text while reading?
- How did thinking about your own schema or background knowledge help you understand this text?



Inferring: Written Assessment

Directions: Answer some questions about what you think about while you read.

Use the space below each question to write your answer.

- A. For narrative text: Can you predict what is about to happen? Why did you make that prediction? Can you identify something in the book that helped you to make that prediction? What do you already know that helped you to make that prediction?

- B. For expository text: In addition to what you have read so far, what do you think the author wants you to know or learn at this point in the text?

- C. What do you know about this text that the author didn't write?

- D. Choose one of the questions below to answer:

- You have just written about your inferences. What do you understand about this text now that you didn't understand before?
- Why do readers understand better when they infer? Why should readers infer?
- How does inferring help a reader understand a text better?



Asking Questions: Written Assessment

Directions:

Answer some questions about what you think about while you read.

Use the space below each question to write your answer.

- A. What did you wonder about while you were reading this story/text?

- B. What questions do you have now about what you read?

- C. Choose one of the questions below to answer:

- You have just written about the questions you asked while you were reading.
How do questions help you understand more of what you're reading?
- What do you do when you are reading and a question comes into your mind?
Do questions help you understand some kinds of text better than other kinds?



Determining Importance in Text: Written Assessment

Directions: Answer some questions about what you think about while you read.

Use the space below each question to write your answer.

- A. Are there some parts of this text that are more important than the others? Which ones? Why do you think they are the most important?

- B. What do you think the author thinks is most important so far in this text? What signals or clues did the author use to make you think that was important?

- C. Choose one of the questions below to answer:

- You have just written about ideas, themes, words, pictures, and other parts of the text. How does thinking about the more important parts help you to understand the text better?
- Do you think or do anything while you are reading that helps you remember the important parts?
- Do you ever have trouble remembering what is important after you read? How do you solve that problem?



Setting a Purpose for Reading: Written Assessment

Directions: Answer some questions about what you think about while you read.
Use the space below each question to write your answer.

A. What will this text help you learn about?

B. When would you read another text like this? What for?

C. Why would you pick this text to read on your own?



Monitoring Comprehension: Written Assessment

Directions: Answer some questions about what you think about while you read. Use the space below each question to write your answer.

- A. What problems did you have while you were reading this text? Did you have more difficulty reading the words or understanding ideas? When you are reading at other times, what kinds of problems do you usually have?

- B. What did you do to solve any problems you had? How do you usually solve the problems you have when you read?

- C. How do you know that you completely understand a text? What would you tell another student to try if he or she is having trouble understanding?

- D. Choose one of the questions below to answer:

- What is important to know when you are reading and have a problem?
- You have just written about problems you have during reading and the ways in which you solve them. What are the different choices you can make to try to solve those problems?



Visualizing (Using Sensory and Emotional Images): Written Assessment

Directions: Answer some questions about what you think about while you read.

Use the space below each question to write your answer.

- A. When you were reading the text, did you create pictures or images in your mind? Tell everything you can about the images in your mind while you were just reading. What details in your image are not in the words or pictures in the book?

- B. Can you remember creating pictures or images in your mind to help you understand the ideas when you read another book? Tell everything you can about those pictures or images.

- C. Choose one of the questions below to answer:

- You have just written about the images you make in your mind while you read. Do those images help you to understand the text better?
- How do images help you understand more about what you read?
- What would you tell another reader about how to create images to better understand a text?



Synthesizing and Retelling: Written Assessment

Directions:

Answer some questions about what you think about while you read.

Use the space below each question to write your answer.

- A. If you were to tell another person about the text you just read and you could only use a few sentences, what would you say?

- B. When you were reading, did you change your mind about what the text is about? Describe the place in the story where you changed your mind. Why did you change your mind?

- C. Think about what you have just written about the story. What do you understand now that you didn't understand before? What do you think the author wants us to understand about this text? What opinions and ideas did you form about this text during and after reading it?



Text Structure/Structural Patterns: Written Assessment

Directions: Answer some questions about what you think about while you read.
Use the space below each question to write your answer.

There are some parts of the texts you read that you find in every text. These are called text elements or structures. For example, there are usually characters, a problem, and events in a fiction story. Write about text elements now.

A. In this text, what elements or structures did you notice?

B. What signals or clues does an author use to show the reader what elements or structures are used?

C. How did the text elements or structures help you better understand the text?

D. How can text elements or structures help you better understand any text you read?
